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ABSTRACT

Information regarding the Bush Administration's six national education goals as they apply to personnel/human resource staff is presented in this report. Personnel/human resource staff, who are instrumental in providing effective teachers, will play a major role in achieving the nation's educational goals. Each goal statement is followed by a discussion regarding the relationship of personnel staff to the goal and an identification of specific areas that have implications for personnel-related staff. A conclusion is that personnel administrators' responses to the national goals can be translated into district action plans that require involvement in recruitment, selection, and staff development programs. (LMI)

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American Association of School Personnel Administrators

A Response to the National Education Goals

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National Education Goals

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OF
SCHOOL PERSONNEL ADMINISTRATORS

NATIONAL EDUCATION GOALS

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September, 1991

The American Association
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THE NATIONAL EDUCATION GOALS

OVERVIEW

The attached information regarding the National Education Goals is specially directed at Personnel/Human Resources staff and others who have the major personnel responsibilities in a school district or related agency.

The six goals, adopted by President Bush after development by the nation's governors, all have particular implications for Personnel/Human Resources staff. AASPA is of the opinion that the goals cannot be reached without the full support and participation of Personnel/Human Resources staff. Personnel/Human Resources staff, who have a key responsibility in assuring that classrooms across the nation are staffed by the most effective teachers, will have a major role in making certain that the six goals are achieved.

It is AASPA's contention that school personnel/human resources staff can play a major role in making certain that school is meaningful to all students.

The American Association of School Personnel Administrators

The National Education Goals

The States' Governors and President George Bush in a summit meeting, held in Charlottesville, Virginia, February 1990, agreed upon six major Education goals.

The American Association of School Personnel Administrators, representing Personnel and Human Resource staff in school districts throughout the nation, recognize that these staff members will play a major role in implementing a number of the key aspects of the goals.

Personnel staff, each who holds a key role in school districts, must clearly be involved in any national discussion on meeting these goals. Furthermore, they should have an integral leadership role in a district's, and in many cases, state team to meet these goals in a district-by-district fashion across the United States.

AASPA is committed to the development and support of human resource professionals and to the promotion of the personnel profession as an integral part of the educational system. Because of this commitment, the association's leadership has made this response in an effort to 1) fully apprise personnel/human resources staff across the nation of the importance and implications of the goals, and 2) fully apprise others of the importance of involving human resources/personnel staff in plans to meet these goals.

Each goal listed is followed by 1) a discussion regarding the relationship of Personnel/Human Resource staff to the goal, and 2) identification of specific areas that are tied to personnel related staff.

GOAL (1): READINESS -- BY THE YEAR 2000 ALL CHILDREN IN AMERICA WILL START SCHOOL READY TO LEARN.

Discussion of the relationship of Personnel/Human Resources staff to Goal (1)

In recent months, there has been a growing awareness of the need to recognize needs of children from pre- and para-natal care to the point of school entrance. Recent reports, such as *"Kids Count Data Book,"* have included detailed information regarding the effect of teen-age pregnancy (often resulting in low-birth weight children), substance abuse, poverty, homelessness, dysfunctional homes, and problems related to poor nutrition and health care.

Reports and research have clearly demonstrated that special attention needs to be directed to the early childhood years. Without special assistance the child will not be ready to begin school. School districts and staff will find that existing resources are not adequate to meet the special needs of these children.

A recent national conference on *"Building a Common Agenda for America's Youth"* stressed the need for collaboration and commitments from youth serving and other agencies. This conference and other national and state initiatives underscored the increasing recognition that schools "cannot do it alone." Inter-agency collaboration will be a must if all children, indeed, will by the year 2000 start school ready to learn.

Implications For Personnel/Human Resources Staff -- Certain Questions

(1) What type of staff will be needed to meet the needs of children affected by societal change? For example, what experience should the staff have in their preparation, student teaching, youth related experience? What about their own background, ethnicity? What special training will they need to foster a better understanding of the needs of all children?

(2) What selection approaches will be needed to insure districts that the new staff members employed by the districts are able to work with children & youth affected by societal changes?

- What recruitment approach?
- What interview questions?
- What kinds of reference checks?
- What relationship between the district and youth serving agencies is needed to gain a greater understanding of the problem?
- What relationship between the district and the teacher preparation programs?

(3) What staff development programs need to be put in place for existing staff working specifically with such issues areas as children affected by substance abuse, AIDS, homelessness, poor nutrition, health problems, dysfunctional home setting, etc.

(4) What relationship should exist between districts and teacher preparation institutions to insure that teacher preparation programs are directed at meeting the changing requirements of district classrooms.

(5) What certification requirements and staff renewal programs will be most appropriate to meet this goal?

(6) Should a program be implemented to better orient staff to constant changes in the student population?

(7) What roles will personnel/human resources staff assume in order to make certain that schools and youth-serving agencies will be working together to make certain that all children in America will start school ready to learn by the year 2000?

GOAL (2): MORE GRADUATES – BY THE YEAR 2000, THE HIGH SCHOOL GRADUATION RATE WILL INCREASE TO AT LEAST 90%.

Discussion of the relationship of Personnel/Human Resources staff to Goal (2)

This goal implies that schools must increase their student **holding power**. Dropping out has a negative connotation. Holding power connotates rethinking approaches, curriculum, strategies, and interventions that will keep students in school.

A major intervention needs to be aimed at decreasing student alienation toward schools and the school culture. For example, students with language difficulties, from impoverished and in many cases dysfunctional homes, are often those with the lowest self-esteem and those more often in need of positive intervention to keep them in school.

Most of the recent research in this area points toward the need to improve instruction for all students, e.g., improving school experience for all students improves outcome for all students -- central to this approach is the belief that all children can learn.

School Personnel/Human resource staff can play a major role in making certain that school is meaningful for all students.

Implications for Personnel/Human Resources Staff – Certain Questions

(1) How can human resources staff increase the number of role models for students who relate to them, including teachers and administrators from a wide range of ethnic and racial groups. What recruitment strategies are needed to find appropriate educational role models for students: How can human resources staff increase the number of minority students who attend college and who select education as a career? What programs must be available at the state and federal level to ensure minority students a college education? What support will racial, ethnic and language-minority teachers need should they be willing to relocate and accept teaching and administrator positions outside the area in which they were raised?

(2) What staff development programs can lead to a greater holding power in schools? What areas need to be addressed, e.g.: Programs using interventions to reduce alienation toward the school and improving school climate. Development of school wide approaches and changes in the school setting that may be necessary to foster the belief that all children can learn. Development of teaching strategies, interventions and programs that will make classrooms and learning meaningful and relevant. Staff development programs that will make teachers comfortable with new technologies aimed at today's visual learners (student time watching T.V. or playing with "visual" games, in many cases, on a daily basis, exceeds time spent in classrooms).

- What recruitment approaches?
- What interview questions?
- What kind of reference checks?
- What relationship has there been between the prospective teacher and at risk and alienated youth?
- What examples are there of the prospective teacher's experience with technology or multiple teaching strategies that could increase holding power?
- What relationship between the district and teacher preparation programs?

(3) How can current staff members relate more fully to the "at-risk" child, providing them with the motivation they need to succeed in school? What types of retraining will current staff members need to sensitize them to the "at-risk" child? How will school systems meet the demand for teachers for language-minority students? How can teacher preparation programs adapt to bring potential teachers into districts at an early point in their preparation? What incentives may be needed to encourage the best and the brightest teachers to work with the most needy students? What uses of technology or multiple teaching strategies could increase holding power?

(4) How can the district improve its retention rate of staff and ensure maximum productivity of staff who deal with the "at-risk" student?

(5) How can the district get classified/non-certificated staff more involved in recognizing their contribution to the school climate?

GOAL (3): STUDENT ACHIEVEMENT AND CITIZENSHIP – BY THE YEAR 2000, AMERICAN STUDENTS WILL LEAVE GRADES FOUR, EIGHT AND TWELVE HAVING DEMONSTRATED COMPETENCY OVER CHALLENGING SUBJECT MATTER INCLUDING ENGLISH, MATHEMATICS, SCIENCE, HISTORY, GEOGRAPHY, AND EVERY SCHOOL IN AMERICA WILL ENSURE THAT ALL STUDENTS LEARN TO USE THEIR MINDS WELL, SO THEY MAY BE PREPARED FOR RESPONSIBLE CITIZENSHIP, FURTHER LEARNING, AND PRODUCTIVE EMPLOYMENT IN OUR MODERN ECONOMY.

Discussion of the relationship of Personnel/Human Resources Staff to Goal (3)

The Governors developed objectives to meet these goals. The objectives emphasized the need to significantly increase the academic performance of elementary and secondary students. In addition, the objectives discuss the need to distribute minority students at each level in order to more closely reflect the entire student population. Other objectives are aimed at the effective use of the mind, engendering a sense of responsibility, increasing competency in language and increasing knowledge about the diverse cultural heritage of this nation and about the world community.

Recent national reports, especially related to mathematics, have been critical of the nation's public schools regarding academic achievement (mathematics and science are specifically addressed in Goal(4).

This goal is stated in simple language, but in effect, will be extremely difficult to achieve. In order to reach this goal, current and new teachers will need to fully understand the teaching strategies necessary to bring about improved student learning.

In order to meet this goal there will need to be "considerable change in the present system. To accomplish the goals "...we must shift instructional focus from lower-order factual information to more general and all encompassing concepts and principles. At the same time we must focus education on important content area procedures with attention paid to modeling and systematically teaching students strategies for these procedures."[1]

Accountability is seen as a major part of Goal (3). The National Education Goals Panel composed of six governors and four members of the United States Congress was created to report the nation's and state's progress toward meeting these goals. This panel in turn named six resource groups of educators, business people and technical experts to make suggestions to the panel. The Resource Group working with goal (3) made recommendations which included a "clear-cut" emphasis on national testing. Recommendations included data from the "National Assessment of Education Progress (NAEP) to be used to report trends over time in national student achievement; "the development of a nationwide assessment system including program assessment designed to monitor the overall effectiveness of the education and individual student assessment designed to motivate student and teacher effort to high levels of academic achievement." The recommendation goes on to also include recognition of the need for "...a carefully

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1 "National Education Goals --Can they lead to real reform?" Midcontinent Regional Education Laboratory Report, Fall, 1990, p. 27.

developed national educational standards framework."

Proponents of national testing feel that national tests will provide targets or a focus for improving achievement while opponents question reform through testing without recognizing what societal changes are needed to improve student outcomes.

Implications for Personnel/Human Resources Staff -- Certain Questions

(1) What type of staff is required and will be needed in order for school districts to meet goal (3) - what background, training should a staff member have related to "teaching" for understanding? What preparation will teachers need in order to know about higher order thinking skills, student learning, motivation and the special needs of students who need additional skills to enter into a difficult and more demanding society?

(2) What type of staff is necessary to work with new evaluation approaches and programs. What will staff need to know about alternative evaluation programs that may be implemented in order to measure progress toward national goals?

(3) Which selection approaches will be needed to insure districts that the new staff members employed by the district are able to work with children and youth in schools that will have a more sophisticated curriculum needed to meet and achieve the objectives of goal three.
- What recruitment approaches?
- What interview questions?
- What kinds of reference checks?
- What kind of information about prior student teaching experience?
- What information about teacher preparation programs?

(4) What staff development programs need to be put in place for existing staff to improve their skills related to:
- teaching higher order understanding and thinking skills
- knowing how to diagnose student difficulties and respond with effective teaching strategies
- use of a variety of technologies to enhance student interest and competencies
- use a variety of technologies to permit the teacher to become a classroom leader/manager of the teaching/learning enterprise.

(5) What relationships can be established with teachers in educational preparation and training institutions to insure that preparation and inservice programs are directed at goal three.

(6) What certification requirements and staff renewal programs will be most appropriate to meet this goal?

(7) What are the implications for restructuring the elementary and middle schools for team-teaching, for an interdisciplinary approach utilizing teachers with multiple subject fields of training? What can high school sdo to more effectively meet the needs of their diverse populations regarding ability, needs, and interests?

GOAL (4): BY THE YEAR 2000, U.S. STUDENTS WILL BE FIRST IN THE WORLD IN MATHEMATICS AND SCIENCE ACHIEVEMENT.

Discussion of the relationship of Personnel/Human Resources Staff to Goal (4)

Personnel/Human Resources staff must be aware of the continued national attention related to mathematics and science education. Information from new National Assessment and Educational Progress (NAEP) mathematics achievement testing (June, 1991) showed that, on the whole, our students are demonstrating unsatisfactory student performance in mathematics.

The pressure on schools and school districts related to improved mathematics and science will continue as more and more individuals recognize the relationship of school success in these areas to the economic and social viability of this nation.

In recent months new initiatives have been undertaken to insure that all students take algebra and geometry in a cross-section of districts throughout the United States.

The push toward compulsory algebra and geometry is only one of the indications that a response to this goal is beginning to emerge. The widespread media reporting regarding the NAEP mathematics testing will bring further impetus for "reform" in this area.

The Executive Director of the Association for Supervision and Curriculum Development in a June, 1991 press release from his organization, urged support and leadership from state representatives of education. He stated that "Unfunded mandates must go and be replaced by assistance in helping schools assure that (1) sufficient instructional time is provided for mathematics, (2) up-to-date materials and technology are present in the classroom, (3) ongoing staff development is provided, and (4) incentives for learning are created." In his suggestions for local district action plans he recommended , "Each school district and school within the district must develop its own plan acting upon the support and leadership demonstrated at the state and federal levels. Such plans should focus on the key four issues above -- instructional time, materials and technology, training, and incentives. We surely have come to realize that many schools cannot do this alone, and greater results are likely to be forthcoming where the major parties collaborate in planning and implementing improvement strategies."[2]

It is important to recognize that a number of students in classrooms across this nation have not been in classrooms with interesting and exciting approaches to mathematics and science. New teachers entering school districts and current teachers will need to be prepared to help children enjoy mathematics and science in a stimulating environment.

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2 "Improving Mathematics Achievement," Dr. Gordon Cawelti, Executive Director, Association for Supervision and Curriculum Development, Alexandria, VA, Press Release, June, 1991.

The objectives that accompanied this goal included the premises that math and science education will be strengthened throughout the system, especially in the early grades; that the number of teachers with a substantive background in mathematics and science will increase by 50% and that the number of undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science and engineering will increase significantly.

District approaches to meeting this goal and the other goals will be under national scrutiny. The terms "First in the World" included in the goal statement will require an indepth look at performance indices used in world-wide comparisons. The National Goals monitoring panel, in a November 1990 draft, is recommending comparisons with major economic competitors in mathematics and science. This panel is also recommending a look at the percentage of U.S. Students enrolled in math and science courses 9 - 12 and the percentage of teachers qualified to teach mathematics and science. In fact, a recent (June, 1991) report compiled from 43 states showed that only one-half of students graduating in 1991 had completed 3 years of high school mathematics and 2 years of science.

Implications for Personnel/Human Resources Staff -- Certain Questions

(1) What knowledge and skills do teachers need to have at all levels in science and mathematics? What can be done to strengthen the background and skills of elementary teachers in this area?

(2) What kind of staff will be required to meet the goals and objectives of goal (4)? What kind of preparation will insure that teachers can bring motivation, interest and excitement into a classroom?

(3) What selection approaches will be needed to meet the need for an increased number of qualified mathematics and science teachers? What changes in state certification programs will be necessary to ensure an ample supply of qualified science and math teachers?

(4) What selection process will be needed to insure that the district is recruiting qualified teachers

- What recruitment approaches?
- What kind of reference checks?
- What kind of information about prior student teaching experience?
- What information about teacher preparation programs?

(5) How can school districts utilize business and industry to expand its pool of math and science teachers? What types of staff exchange programs are possible with business and industry?

(6) What staff development programs need to be put in place for existing staff to improve their skills related to this goal? What should be the parameters of a staff development program to better prepare science and mathematics teachers? There are some who feel that the approach for pre-college students may be "in redesigning courses to give greater emphasis to major scientific concepts, scientific issues in the context of public policy, research methodology and in the case of mathematics, statistics and problem solving."[3] This approach must presuppose that staff development programs for teachers prior to pre-college courses are emphasizing a change in teaching that will stimulate and hold these students in mathematics and science courses.

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[3] "I never promised you first place." Iris Rotburg, Phi Delta Kappa, December, 1990, p. 32.

GOAL (5): BY THE YEAR 2000, EVERY ADULT AMERICAN WILL BE LITERATE AND WILL POSSESS THE KNOWLEDGE AND SKILLS NECESSARY TO COMPETE IN A GLOBAL ECONOMY AND EXERCISE THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP.

Discussion of the relationship of Personnel/Human Resources staff to Goal (5)

This goal includes objectives which stress business involvement with schools, strengthening the connection between education and work; the opportunity for workers to acquire knowledge and skills needed to make them competitive; increased number of quality programs designed to effectively serve part-time and mid-career students; substantially increasing the number of qualified students, especially minorities, who complete at least two years or complete college degree programs; and substantially increasing the demonstrated ability of college graduates to think critically, communicate effectively and solve problems. T' goal focuses on the literacy needs of people who are already adults. The goal impacts on personnel/human resource staff in the area of adult and career education, counseling programs and district-wide approaches focusing on the needs of non-college bound students. It should be noted that in writing this goal the governors overlooked the issue of broader literacy, e.g. literacy in more than one language.

Districts will be required to look at various options for high school completion and alternative programs including work study programs.

Results of the most recent NAEP (National Assessment of Educational Programs) tests showed that in testing young adults (21-25) 40% of them had difficulty locating information in a news article.

Much of what needs to be done vis-a-vis goal (5) is tied to programs needed to meet the higher graduation rates proposed in goal (2).

Implications for Personnel/Human Resources Staff -- Certain Questions

(1) What district and school-wide plans are necessary to insure that career education, counseling and evaluation programs are staffed in such a way to identify and work with students who might be college bound?

(2) What staff development programs are needed to make certain that teachers have the skills necessary to work with non-college students to assure their graduation from high school as literate individuals?

(3) What kind of staff is necessary to work with new and emerging vocational and technical education programs to insure high school graduates will possess the knowledge and skills necessary to compete in a global economy?

(4) What kind of staff is needed in our schools to work with the basic literacy needs of growing immigrant and refugee populations?

(5) What can school districts, state education and credentialing agencies do to assure that schools will have adequate staff in numbers and skills able to implement programs that lead to second language acquisition by students?

(6) Which selection approaches will be needed to insure districts that the new staff members employed by the district are able to work with non-college-bound students and students who arrive in schools with limited or no english speaking ability.

- What recruitment approaches?
- What kind of reference checks?
- What kind of information about prior student teaching experience?
- What information about teacher preparation programs?

(7) What relationship can be established with teachers in educational preparation and training institutions to insure that preparation and inservice programs are aimed at goal (5)?

(8) What certification requirement and staff renewal programs will be most appropriate to meet this goal?

GOAL (6): BY THE YEAR 2000, EVERY SCHOOL IN AMERICA WILL BE FREE OF DRUGS AND VIOLENCE AND WILL OFFER A DISCIPLINED ENVIRONMENT CONDUCIVE TO LEARNING.

Discussion of the relationship of Personnel/Human Resources staff to Goal (6)

This goal could be called the "safe school" goal. Objectives tied to goal (6) are: firm and fair policies regarding possession and distribution of drugs and alcohol; a "safe school" approach combining the forces of the schools, parents, business and community organizations; and the development of a comprehensive K-12 drug and alcohol prevention education program.

This kind of goal is built on the premise that there will be sufficient, well-trained staff to meet the goal's objectives. The Personnel/Human Resources staff will need to determine, if, in effect, there are adequate staff in numbers, preparation and skills who can work in these areas. It will require staff skillful in working with community groups and youth service agencies. Staff will need to be especially skilled in improving the overall school climate. Successful programs require both commitment and intensity. This is especially difficult if school districts are faced with staff cuts -- and in many cases the cutting back of crucial staff in the counseling and health area. Effective approaches toward realizing this goal are going to require intensive school, family and other agency work and cooperation. In many cases the high risk student comes from a dysfunctional home and requires a supportive environment that is difficult to achieve by "strapped" districts and schools.

Suggestions for prevention and early intervention include: "focus on helping youth in how their own thinking process works" and the provision of an environment of adult caring and interest."[4]

Implications for Personnel/Human Resources Staff -- Certain Questions

(1) What district and school-wide plans are necessary to insure that schools will be free of drugs and violence?

(2) What staff development programs are necessary to develop or improve skills necessary to improve school climate and work toward building a supportive environment for children and youth. What staff development programs could assist all staff in improving self concept of students, building security and ameliorating or reversing the effects of dysfunctional homes and behavior?

(3) What kind of staff is necessary to meet the requirements of drug free and safe schools?

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[4] "Working with high-risk youth in prevention and early intervention programs: Toward a comprehensive model. R.C. Mills, R.G. Dunham & G.P. Alpert, Adolescence, 23(91), 643-660.

(4) Which selection approaches will be needed to meet the objectives tied to Goal (6)?

(5) Which selection approaches will be needed to insure districts that the new staff members employed by the district are able to work with non-college-bound students and students who arrive in schools with limited or no english speaking ability.

- What recruitment approaches?
- What kind of reference checks?
- What kind of information about prior student teaching experience?
- What information about teacher preparation programs?

(6) What relationship can be established with teachers in educational preparation and training institutions to insure that preparation and inservice programs are aimed at goal (6)?

(7) What certification requirement and staff renewal programs will be most appropriate to meet this goal?

ACTION PLAN FOR SCHOOL DISTRICTS

AASPA'S GOAL

It is AASPA's goal that this response to the National Education Goals as related to Personnel and Human Resources staff can be **translated into an action plan** in districts across the country.

This action plan approach led by Personnel/Human Resources staff, Superintendents and other relevant individuals could become an important district thrust to insure the personnel/human resources related needs are kept in the forefront.

In all six goals there are major staffing implications -- implications regarding recruitment, selection and staff development programs. These implications require involvement of Personnel and Human Resources staff in any action plan process from development to implementation.

The action plan,if possible, tied to a district's long-range plan, should play a key role in improving a district's program and approaches for the students.

Finally, it is AASPA's goal that personnel/human resources professionals take seriously the challenge and responsibility of the national goals and that those involved in implementing action plans take seriously the importance of involving personnel/human resources staff in these endeavors.

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